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HOTLIST AND MULTIMEDIA SCRAPBOOK IN LANGUAGE TEACHING (UNDER THE CIRCUMSTANCES OF FSES HE 3++)

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Abstract. We consider the use of Internet resources under the circumstances of current Educational Standards in Russia. We analyze the role of information and communication technologies in teaching foreign languages to lawyers. It is proposed to use hotlist and multimedia scrapbook in order to develop universal and generic professional competences. These resources could help to familiarize the students with the law discourse of foreign countries.

Keywords: hotlist, multimedia scrapbook, information and communication technologies, teaching law English, Internet resources

Information and communication technologies provide language teachers with various tools that help them to shape learning process in accordance with demands of students' academic degree. However, the modern education has changed so that every graduate should possess a set of predetermined skills necessary for professional activities, which, to a certain extent, restricts the use of information and communication technologies (ICT) in language teaching.

The research objective is to find a way of using Internet resources to foster the development of professional competences in the context of current Educational Standards.

The research relevance. The aforementioned trend is reflected in Federal State Educational Standards of Higher Education 3++ (FSES HE 3++). All the subjects that are directly connected with universal and generic professional competencies become mandatory. They are regulated by the acts of Ministry of Education. Whereas professional competencies are devised by the educational institution wherein the learning process takes place.

For example, the FSES HE 3++ of the law degree (40.03.01) state that the students must acquire these capabilities which are directly or indirectly related to communication¹:

¹ Об утверждении федерального государственного образовательного стандарта высшего образования – бакалавриат по направлению подготовки 40.03.01 «Юриспруденция»: Приказ Министерства науки и высшего образования РФ от 13.08.2020 № 1011. URL: <http://publication.pravo.gov.ru/Document/View/0001202009070039> (дата обращения: 09.07.2021).

Table 1

The competences of law degree in the Russian Federation

Universal competences	Generic professional competences
UC-1. Systemic and critical thinking. The graduate is able to search for, evaluate, and synthesize information and solve tasks via systemic approach	GPC-6. Legal letter. The graduate is able to partake in making of regulatory legal acts and other legal texts
UC-4. Communication. The graduate is able to partake in formal conversation both orally and in writing by using the Russian or foreign languages	GPC-8. The graduate is able to extract necessary information from sources like legal database, and they can solve tasks using IT in accordance with information security requirements
UC-5. Cross-cultural interaction. The graduate is able to comprehend the cultural diversity in the socio-historical, ethical, and philosophic contexts	GPC-9. The graduate is able to comprehend the principles of IT and use them in order to solve professional tasks

So to highlight an important difference, let us invoke the FSES HE 3 + and one of the abolished competences²: “*GPC-7. The graduate is able to partake in specialized communication using foreign languages*”.

It means that now such practices as english for specific purposes (ESP) or content and language integrated learning (CLIL) are no longer advisable by the Ministry of Education, since UC-4 (from FSES 3++) does not have any professional elements. The specific knowledge of foreign languages is not detached in a separated competence, which makes it less significant, though English remains one of the few obligatory subjects alongside with philosophy, history, P.E. etc. From now on EGP is the main direction in language teaching in Russian higher education (for a bachelor degree), unless the institution itself decides to include the ESP in their professional competencies. Therefore, the learning content becomes less diverse.

There appear some controversies. The changes are aimed at development of methods that allow continuous learning, at digitalization and reformation of methodological tools, and at making the results of education more applicable in their profession [1]. Yet the innovation is set back, since after finishing

² Об утверждении федерального государственного образовательного стандарта высшего образования – бакалавриат по направлению подготовки 40.03.01 Юриспруденция»: Приказ Министерства науки и высшего образования РФ от 01.12.2016 № 1511. Доступ из СПС Гарант.

school a freshman or freshman has to repeat the course of General English, which they have been studying for ten years in school. Consequently, there surges a need for a method that allows language teachers to foster the simultaneous development of universal and generic professional competences without the adjustments to the content of course books. This need can be fulfilled by using learning Internet resources, for they can provide the conditions suitable for the betterment of UC-1, 4, 5 and GPC-6, 8, 9 [2].

In this article we will scrutinize only hotlist and multimedia scrapbook. Hotlist is a list of text Internet resources gathered together by the teacher. And multimedia scrapbook is a list of resources which contains multimedia content [3]. They are much alike, and the difference between them is almost nonexistent. These methods appeared long time ago, when Internet pages were different. Nowadays almost every Internet page is laden with multimedia content, it has become literally inevitable.

As per classification of lessons in FSES HE 3++ [4], these methods can be used in order to: introduce, implement, actualize, generalize, and systemize knowledge. Functional-wise a hotlist and multimedia scrapbook greatly resemble a bibliography. All of them are usually contrived in order to present a corpus of texts needed for completion of a task. Yet the task itself is not given, meaning that the same hotlist, bibliography or scrapbook can be used in different ways. Since the number of course books using hotlists is very scarce, a hotlist is usually used as a supplementary method. The teacher adds it to the content of the main course book so to deepen the knowledge on a particular subject. The way of assembling the resources may make a difference in the overall features of the hotlist. We distinguish five elements of a hotlist:

1. Area. Usually it reiterates the common theme of the texts, the general direction of a research. Area defines the research object and subject and the vocabulary a student should expect.

2. Field. It defines the choice of sources needed for the achievement of goal. The field creates links with the previously possessed knowledge.

3. Content. The very sites needed for the completion of a task.

4. References. They are needed for the maintenance of congruity amongst all the participants.

5. Order. The way the resources are presented.

The distinction between *area* and *field* is necessary, for the language teaching can be integrated with many subjects, and some of them might overlap the others. The *field* predetermines the wanted results, since the tasks given to the students will be directly dependent on the involved topics. Basically, it should be made in the way that the number of texts can be expanded or the contents can be changed, but the task, which is based on the «field» element, remains feasible.

The content can be classified into three groups: textual, auditory and interactive resources. Every one of them focuses on different set of skills:

- Textual resources are the Internet sites where the majority of the content supposed to be read (not heard or watched). They are aimed at bettering reading comprehension (for example, wiki-sites, e-libraries and alike);
- Auditory resources are the Internet sites where the majority of content is supposed to be heard and watched. These are all the popular hosting sites like “YouTube”, “Spotify”, “Netflix” et cetera. They are used in order to improve the skills of listening comprehension;
- Interactive resources are the sites and programs that require any input from users. Often they are used not to improve language skills, but to develop ICT proficiency through a foreign language. As examples we can name Adobe Photoshop and Google Maps.

References are given so that students and the teacher can work with the same version of documents and sites, lest the found materials differ in pagination, supplementary information etc. The *Order* of resources influences the way the student perceives the presented information. For example, the order of texts may have no sense whatsoever or it can hint on how one should seek information for task completion (the order of texts coincides with the order of questions for reading comprehension).

These structural elements can be the same for both hotlist (scrapbook) and printed bibliography. However, their features do vary, hence the resources used in them. Hotlist and multimedia scrapbook are consisted solely of texts located on the Internet, therefore, they are used differently. And the difference is mainly beneficial [4–5]: Internet resources provide students with a more appealing exercise forms, thus, increasing the overall involvement. Aside from increased motivation, which is undoubtedly important for language learning, scrapbooks and hotlist can help develop non-linguistic skills. This is crucial, since under the circumstances, when the students have no access to specialized content, a change of a method may compensate for the lack of necessary language materials in student’s books. Especially if the teacher succeeds in involving all the three aforementioned groups of resources.

UC-1, UC-4 and UC-5 can be easily developed by using a proper course book of General English. For a good student’s book should present the peculiarities of target language cultures (UC-5). The exercises students encounter encourage them to apply problem-solving skills (UC-1).

However, the question arises: how to keep the education process intact whilst managing to involve generic professional competencies? So we propose to use hotlists and multimedia scrapbooks in addition to course books in order to create the learning situations which can foster the improvement of the competencies indirectly connected with communication.

For example, GPC-9 can be effortlessly involved in language learning, since “the principles of IT” are common for the majority of professions. All the language teacher has to do is to involve IT and to mold the learning situation in the way that makes it more specific, in this case – related to law. And if he or she succeeds in this it automatically means that the students will work with legal texts (GPC-6) whilst using various research tools (GPC-8).

Let us create such a multimedia scrapbook based on the student’s book “New Total English. Intermediate”. At the page 15 there is a text about the origins of two major companies and the conflict betwixt them. This is a great foundation for a list indirectly connected with Corporate and Business Law (in particular with Business dispute). However, one should take into consideration the fact that the students presumably have not had previous experience of interacting with Law English, therefore, the materials should not be convoluted. The simpler, the better.

Table 2

A multimedia scrapbook. The subject is “Business and Corporate law”

Order	Link	Type
1	https://www.businessinsider.com/how-puma-and-adidas-rivalry-divided-their-founding-town-for-70-years-2018-10#the-dasslers-dispute-split-herzogenaaurach-into-two-camps-4	Textual
2	https://www.theguardian.com/sport/2009/oct/19/rivalry-between-adidas-and-puma	Textual
3	https://www.upcounsel.com/business-dispute-definition	Textual
4	https://www.youtube.com/watch?v=4gR50EHCcT0	Auditory
5	https://www.upcounsel.com/what-does-corporate-law-include	Textual
6	https://www.youtube.com/watch?v=i5h92Zgdc4E	Auditory
7	https://coggle.it/diagram/X3gscgMZ8vhZQ0W8/t/resolving-international-commercial-disputes	Interactive

With the help of this multimedia scrapbook the teacher can elaborate on legal matters whilst using a non-specific course book. The content is not too hard to penetrate, since all the resources used in there are explanatory. The videos are short and informative, which makes scrutiny easier for students. The last resource is interactive, though the students do not have to do anything with it in order to comprehend the content. It is given so that they can get ac-

customed with the ICT tool that may be useful in their future learning both in foreign languages and in their mother tongue (GPC-9).

Whereas the first two resources can be regarded as texts in GE, all the rest contain SE. Yet the order is made in the way that the information is conceived gradually: first they learn what the business dispute is, then they watch a video about the same topic using the same terms etc. Consequently, specific vocabulary is involved and the students interact with words and phrases that can be found in regulatory legal acts (GPC-6).

The list is ready to be used as it is presented in the article. However, hotlists and multimedia scrapbook do not contain any tasks. The tasks should be devised separately. It has two sides: the positive one – a hotlist or multimedia scrapbook is very versatile and can be used in various contexts; the negative one – the teacher has to do some preparations. The level of comprehension has to be controlled somehow. Therefore, before giving the Internet resources to students the teacher should contrive questions for them by oneself. The questions that do not correspond with the course book, meaning that terms will be eventually forgotten. Because they were not intended to be included in the course. This makes hotlists and scrapbooks mere diversions. Surely, they can be used to familiarize students with the foreign lexicon of their degree, but not to teach them it.

Thus, the teacher can create many similar hotlists and multimedia scrapbooks that coincide with the content of course book, yet diverge in the direction necessary for the development of generic professional competences. These methods can be used in order to introduce students into, for example, foreign law discourse during earlier stages of Higher Education. To further deepen the knowledge of a language there should be created a full-scale Internet resource which can simultaneously control all the language skills, and which lasts much longer than a multimedia scrapbook.

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СПИСОК ПО ТЕМЕ И МУЛЬТИМЕДИЙНЫЙ ЧЕРНОВИК В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ (В УСЛОВИЯХ ФГОС ВО 3++)

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Аннотация. Рассмотрено использование интернет-ресурсов в контексте текущих стандартов образования в России. При анализе информационно-коммуникативных технологий были выявлены основные способы применения интернет-ресурсов для языкового образования на юридических направлениях подготовки. Задействование списка по теме и мультимедийного черновика в учебном процессе позволяет формировать общие и общепрофессиональные компетенции, прямо или косвенно связанные с коммуникацией. Выделенные ресурсы способны послужить средством, с помощью которого преподаватель иностранного языка может ознакомить студентов с зарубежным юридическим дискурсом.

Ключевые слова: список по теме, мультимедийный черновик, ИКТ компетенция, обучение юридическому английскому, использование интернет-ресурсов для обучения иностранным языкам

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